

**AN ANALYSIS OF ILLOCUTIONARY ACTS AND PERLOCUTIONARY
ACTS IN MOVIE “MONTE CARLO” BY THOMAS BEZUCHA**



A THESIS

**Submitted as a partial fulfillment of
The Requirement for S1 - Degree**

By:

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NPM: 1411040294



Study Program: English Education

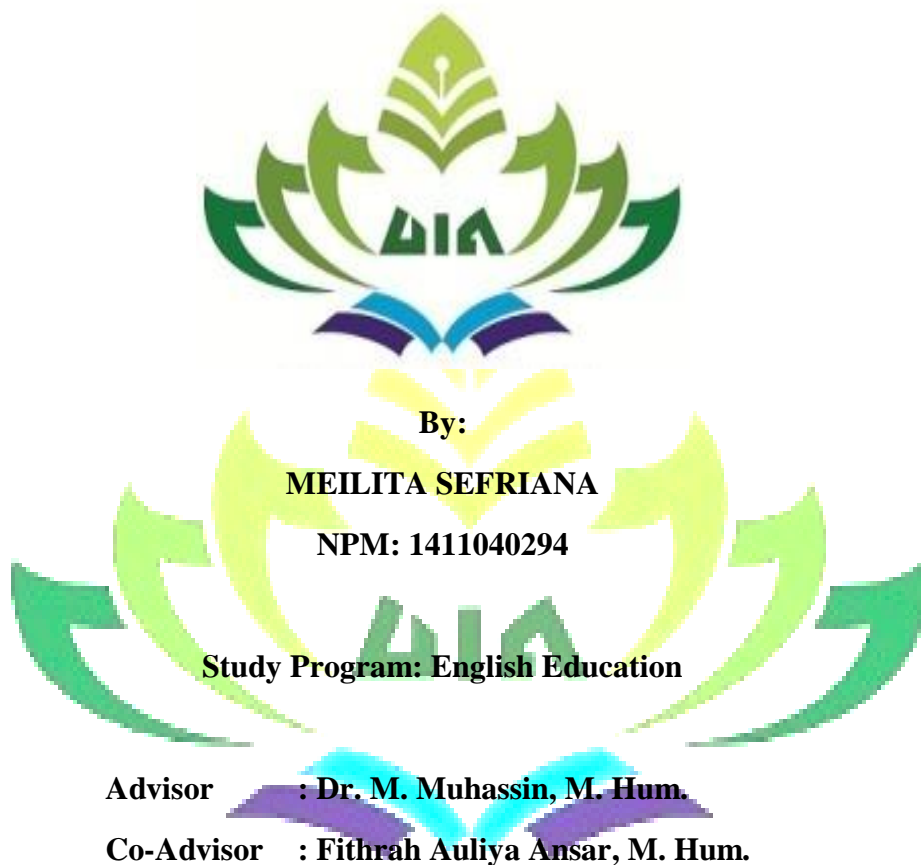
**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG**

2019

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1441 H/2019 M**

ABSTRACT

AN ANALYSIS OF ILLOCUTIONARY ACTS AND PERLOCUTIONARY ACTS IN MONTE CARLO MOVIE BY THOMAS BEZUCHA

By:

MEILITA SEFRIANA

The purpose of this research was to know the types of illocutionary acts and perlocutionary acts which were presented by the characters in Monte Carlo movie through its script. In this research, illocutionary acts and perlocutionary acts become main concern because illocutionary acts related to the speaker's intends and perlocutionary acts related to the effect of the utterance which is said by the speaker to the hearer.

The researcher used descriptive qualitative method to describe and analyze the illocutionary acts and perlocutionary acts which are taken from the script. The researcher analyzed the data one by one according to the Searle's concept of types of illocutionary acts to know the classification of illocutionary acts and perlocutionary acts. To focus on the research, the researcher limits the data into 18 data which contains illocutionary acts and successful perlocutionary acts.

The results of this research are the researcher found that the characters of Monte Carlo movie only used 4 types of illocutinary acts. First, the researcher finds representatives are 7 data such as complaining (1), informing (4), predicting (1) and describing (1). Directives are 6 data such as commanding (3), ordering (2) and asking (1). Commisives are 3 data such as volunteering (1) and promising (2). Expressives are 2 data such as congratulating (1) and apologizing (1). Declaratives was not found in this research. In this movie, each character never uttered a word containing the declaratives. Furthermore, the researcher also found 18 successful perlocutionary acts that can influence the hearer to do something according to the speaker's intends.

Key words: *Illocutionary Acts, Perlocutionary Acts, Monte Carlo movie*



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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾
 فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٢﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٣﴾
 فَإِذَا فَرَغْتَ فَانصَبْ ﴿٤﴾

So verily, with the hardship there is relief. Verily, with the hardship there is relief.

So, when you have finished (from your occupation), then stand up for Allahs
 worship. (Q.S AL-Insyirah: 5-7)¹

¹ Abdullah Yusuf Ali, *The Meaning Of Holy Quran New Edition with revised translation, commentary and Newly Compiled Comprehensive Index* (Maryland: Amana Publication, 1999), P. 1666.

DECLARATION

I am student with the following identity:

Name : Meilita Sefriana

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Thesis : An Analysis of Illocutionary Acts and Perlocutionary Acts
In Movie "Monte Carlo" By Thomas Bezucha

Certify that this thesis is definitely on my work. I am completely rest for the content of this thesis. Other people's opinions thesis of finding included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 17 December

2019

Declared by,

Meilita Sefriana
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DEDICATION

Praise and gratitude to Allah the almighty for His abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. The Greatest Allah SWT, Alhamdulillah' alakullihalwanni'mah.
2. The Greatest inspiration in my life, beloved Father and Mother, Mr. Saprizal and Mrs. Siti Muslimah who always pray for my success. Thanks for all the motivation and support, I love you forever.
3. My beloved Friends, Tedy Wiyantara, M. Hidayat, and Fadillah Nur Azizah.
4. My beloved almamater The State Islamic of University Raden Intan Lampung.

CURRICULUM VITAE

The researcher name is Meilita Sefriana. She was born on May 15th, 1996 in Gadingrejo, Pringsewu. She is the first child of Mr. Saprizal and Mrs. Siti Muslimah. She has no brother and sister. She is the only daughter.

She studied at the first time in Kindergarten at TK Pertiwi Gadingrejo and finished in 2002. Then, she studied at Elementary School of SD Negeri 7 Gadingrejo and graduated in 2008. She continued in Junior High School of SMP Negeri 1 Gadingrejo and finished in 2011. Then she continued her study in Senior High School of SMA Negeri 1 Gedong Tataan and finished in 2014. In 2014, she entered of The State Islamic of University Raden Intan Lampung and took an English Education as her major.

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Finally, the researcher always expect that this research may be helpful for all.

Amin.

2019 Bandar Lampung, 17 December

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Problem

In human life, people always interact each other in the society. The interaction to the society is a need. In other words, people cannot live alone without any help from other. Communication used by people to communicate and to express their feelings such as sad or happy, to express thoughts and ideas with others in order to get or to achieve what they want in their communication. So, communication is very important thing at anytime and anywhere.

In linguistics, communication is also studied and it is one of the pragmatics concerned. A pure pragmatics would be concerned with concepts like belief, utterance, and intension and their inter-relation.² Additionally, pragmatics, as the study of the way humans use their language in communication, bases itself on a study those premises and determines how they affect human language use.³ Specifically, pragmatics is concerned with the use of language and what the speaker and the hearer utter in communication.

One of pragmatics study which is related to the communication and also the utterance is speech act. Speech acts is a theory in which to say something is to do something.⁴ It means that when people say something, they do not only say something but also force someone (the hearer) to do something for him/her. The

² Stephen C. Levinson. *Pragmatics*, (UK: Cambridge, 1992), p.3.

³ Jacob L. Mey. *Pragmatics: An Introduction*, (USA: Blackwell Publishing, 2001)., p.6.

⁴ J. L Austin. *How to Do Things with Words*. (London: Oxford University Press., 1962), p. 94.

theory begins from a speech which was uttered by the Britain Philosopher, John L. Austin, in Harvard University, 1955. According to Austin in Yule, there are three types of speech act such as locutionary act, illocutionary acts and perlocutionary act.⁵ Thus every speech act there is a different meaning for the first is locutionary act (an act of saying something) which merely delivers the literal meaning of utterances. Or, it can be said that locutionary act is the textual meaning of utterance produced by a speaker. Second is illocutionary act (an act of doing something) which sets a function to perform the intended meaning in utterances. Illocutionary acts is the function of the word, the spesific purpose that the speakers have in mind. The most important study from three kinds of speech act is illocutionary acts, it becomes the basic of analysis in pragmatics comprehension. As Yule states that illocutionary act is the most often discussed acts in pragmatics.⁶

Illocutionary act has some different types. Searle in Yule proposed that there are five classification of illocutionary act; they are representative, directives commissive, expressive and declarative.⁷ The illocutionary act above can be classified based on Searle's theory. Therefore, these categories divide every utterance which is uttered by the speaker.

After the illocutionary act is uttered by the speaker, there will be the result or effect of the words. This act is known as perlocutionary act (an act of affecting something) it means that perlocutionary act is the effect of the utterance which is said by the speaker to the listener. Additionally, there are some utterances do not

⁵ George Yule, *Pragmatics*. (Oxford: Oxford University. 1996), p. 49.

⁶ Yule (1996), *Op. Cit.*, p.49.

⁷ Yule (1996), *Op. Cit.*, p.53 – 54.

cause or make the hearer to act or do something. Perhaps, that is because there is a misunderstanding between hearer and speaker. A speaker actually has a hope how the hearer will catch the meaning based on the aim of the utterance. The effect or influence power can be intentional or unintentional created by the speaker.⁸ Thus, the illocutionary act uttered are hoped to get the perlocutionary acts from the hearer. Nevertheless, in a conversation, there is not all the illocutionary acts getting the perlocutionary effect that is hoped by the speaker, sometimes a hearer cannot follow the speaker's illocutionary act or cannot do the perlocutionary act based on the speaker hoped.

Knowing the phenomena, the researcher feels the importance to study about illocutionary act to influence the hearer in every conversation. By study illocutionary act, we can know how to convey and understand the intention or purpose correctly, so that the goal of the communication can be reached. Illocutionary act does not only found in daily life conversation but also in dialogues of film. As the example, movie script is a good example of conversation which can be taken as the object of the study. Thus, the researcher is interested to analyze the types of illocutionary act by Searle's theory and is analyzed how the hearer gives perlocutionary effect to the speaker. To study Illocutionary act and perlocutionary act, the researcher has chosen data from the *Monte Carlo* movie, directed by Thomas Bezucha, produced by Nicole Kidman and distributed by 20th Century Fox. "Monte Carlo" is American adventure-romantic comedy which was released in 2011. This movie starred by Selena Gomez as Grace Bennett and

⁸ *Ibid.*, p.19.

Cordelia Winthrop Scott. According to the 20th Century Fox Monte Carlo received mixed to negative reviews from critics. Such as Adam Graham from Detroit News said director Thomas Bezucha lingers too long on side plots and doesn't give the film emotional resonance.⁹ And also Nancy Churnin from Dallas Morning News said after Selena Gomez's auspicious big-screen debut in *Ramona and Beezus*, Monte Carlo feels like two steps back for the *Wizards of Waverly Place* star.¹⁰

Monte Carlo movie is chosen as the object of the research because the researcher is interested with Grace as the character of Monte Carlo movie. Grace as the character of Monte Carlo movie has a high social spirit and also cares for others. In this movie the researcher also found some illocutionary acts which uttered by each character in Monte Carlo movie and also perlocutionary act after the illocutionary uttered by the characters in Monte Carlo movie. That is why the researcher interested to take this movie to be analyze. The researcher wants to know those illocutionary acts which uttered by the characters in Monte Carlo movie and perlocutionary effects after the illocutionary acts uttered by the characters of Monte Carlo movie. From those reasons the researcher intends to conduct a research under the title "*An Analysis of Illocutionary Act and Perlocutionary Act in Movie "Monte Carlo" by Thomas Bezucha.*"

In accomplishing this research, the researcher needs to read some previous researches with the same topic about illocutionary acts. The first research is *An Analysis of Illocutionary Act and Perlocutionary Act of Judy Hopps' Utterances in Zootopia Movie* conducted by Magdalena Febriwati Nadeak (2016) from

⁹ www.rottentomatoes.com/m/monte_carlo_2011/ accessed at 09.37, October 14th 2018

¹⁰ *Ibid.*

English Department, Faculty of Cultural Sciences Mulawarman University.¹¹ She analyzed about speech acts especially illocutionary acts and perlocutionary acts of Judy Hopps' utterances, the main character of *Zootopia* movie. The result of her analysis, she found five categories of illocutionary acts used by Judy Hopps' which include representatives, directives, commissive, expressive, and declaration. Also, she found some perlocutionary acts successful and unsuccessful affected Judy Hopps' hearers performing the perlocutionary acts from *Zootopia* movie.

The second research is *The Use Of Illocutionary Acts in Movie The Blind Side* conducted by Resti Faradila (2013) from English Letters Department, Padang State University.¹² She analyzed about the category and the function of illocutionary acts that using by the main actors of the blind side movie. The result of her analysis, she found six types of illocutionary acts from the blind side movie. They were representatives, rogatives, commissive, expressive, directives, and declaratives. Representatives is the most dominant type used by the actors. After that there are only three function found from the Leigh Anne and Michael utterance. There were competitive, collaborative, and convivial. Competitive is the most dominant in the script.

The third research is *Illocutionary Act of Grug Utterances in The Croods Movie* conducted by Lisnani (2017) from English Department, Faculty of Cultural

¹¹ Magdalena Febriwati Nadeak, *An Analysis of Illocutionary Act and Perlocutionary Act of Judy Hoops' Utterances in Zootopia* movie. (Mulawarman University, Kalimantan Timur, 2016).

¹² Resti Faradila. *The Use of Illocutionary Act in Movie the Blind Side*. (Padang State University, 2013).

Studies Mulawarman University.¹³ The results of this research, she found four types of illocutionary acts in Grug's utterances. The researcher found total 38 samples of Grug's utterances indicated as the types of illocutionary acts. They were 13 assertive utterances, 13 directive utterances, 6 expressive utterances, and 6 commissive utterances. Assertive and directive were the most frequent utterances performed by Grug.

Similar to the previous research, the researcher analyzes illocutionary acts. But the researcher also focuses on perlocutionary effect after the speaker uttering the illocutionary act. The researcher finds out the illocutionary categorization based on Searle's theory. The difference between this research and the previous research is in the object. The different object in the research will give new findings that lead to different results.

B. Problem of The Research

For the analysis, the researcher formulates her problem as follows:

1. What are the types of illocutionary acts uttered by the characters of *Monte Carlo* movie?
2. What are the perlocutionary acts implied after the illocutionary acts uttered by the characters in *Monte Carlo* movie?

C. Objective of the Research

In accordance with the problem of the research above, the objectives of the research are:

¹³ Lisnani. *Illocutionary Act of Grug Utterances in The Croods Movie*. Mulawarman University, Kalimantan Timur, 2017).

1. To identifying the types of Illocutionary acts that uttered by the characters of *Monte Carlo* movie.
2. To identifying perlocutionary acts implied after the illocutionary acts uttered by the characters in *Monte Carlo* movie.

D. Limitation of the problem

This research will analyze the illocutionary acts which utter by the characters in Monte Carlo movie. The researcher focuses on analyzing illocutionary acts and the five types of illocutionary acts according to Searle's theory. This research will also aware with the way of each conversation. It is about how the illocutionary act successfully meets the perlocutionary act.

E. Purpose of The Research

1. The researcher of this research hopes that this research can give the readers a better understanding of illocutionary acts and perlocutionary act are used in study of pragmatics.
2. This research can give more information to other researcher who wants to discuss related study.
3. The researcher hopes it can be benefit for the readers who have interested in speech act theory, especially to students in State Islamic University of Raden Intan Lampung.
4. This research can be used as an additional reference for the next research especially on illocutionary acts and perlocutionary acts.

F. Scope of Research

1. Subject of research

Subject of this research was Monte Carlo movie script.

2. The object of research

The object of this research was the illocutionary acts and perlocutionary acts of Monte Carlo movie script.

3. The place of the research

The research was conducted at UIN Raden Intan Lampung.

4. The time of the research

The research was conducted in the academic year of 2019.

CHAPTER II

THEORITICAL FRAMEWORK

A. Pragmatics

1. The Definition of Pragmatics

Pragmatics is concerned with the study of meaning communicated by speaker and interpreted by a listener.¹⁴ This definition shows that meaning is important to be known or to be understood by everyone in doing communication. The communication will be success if the hearer (or reader) understands what the speaker (or writer) said.

Yule states Pragmatics is the study of speaker meaning. This approach is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader), which means the approach gives deeper analysis on what people have said to gain what exactly people mean by their utterances rather than the literal meaning of the utterances themselves.¹⁵ It means that the listener tries to interpret the speech of the speaker so that the meaning and purpose of the speaker will be obtained. After the listener knows the intent of the speaker, the type of action that must be done by the hearer will be known.

Yule also states Pragmatics is the study of contextual meaning. What people said usually tied with the context of conversation. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who, when, where, and under

¹⁴ Yule (1996), *Op. Cit.*, p. 3.

¹⁵ *Ibid.*

what circumstances they are talking.¹⁶ It means that how the hearer can conclude what is said in order to arrive at the unit of interpretation of the meaning intended by the speaker.

Another expert has different definitions of pragmatics. According to Levinson “Pragmatics is the study of those relation between language and context that are grammatical or encoded in the structure of a language”¹⁷. He also added that pragmatics is study about the ability to use language and to make the sentence which has relationship with the context. It can be said that pragmatics studies about language and it is context. Pragmatics studies the context within which an interaction occurs as well as the intention of the language user. Pragmatics also explores how listeners and readers make inferences about what is said or written in order to arrive at an interpretation of user’s intended meaning.

Levinson defines that “the study of those listeners between language and context that are grammaticalized or encoded in the structure of language”.¹⁸ In means that, pragmatics is the study of those aspect of the relationship between language and context that are relevant to the writing of grammar. Hence, it can be said that pragmatics should be concerned with principles of language usage and have nothing to do with the description of linguistic structure.

Mey defines “pragmatics as the science of language viewed from the relation to its user”.¹⁹ In this case, pragmatics seen as the science of language as it is used by reallife people, for their own purpose and within their limitations and

¹⁶ *Ibid.*

¹⁷ Stephen C. Levinson. *Pragmatics*. (New York: Cambridge University Press. 1983)

¹⁸ *Ibid.*

¹⁹ Jacob L. Mey. *Pragmatics an Introduction*. (USA: Blackwell Publisher. 1993) p. 5

affordances. It provides people greater understanding of how the human mind works, how human's communicates, and how they manipulate other.

On the other hand, Cutting states that pragmatics and discourse analysis study the relation of language to contextual background features which study context, text and function.²⁰ It means that Pragmatics focuses on what is not explicitly stated and on how to interpret an utterance in situational contexts. They are concerned not so much with the sense of what is said as with its force, that is, with what is communicated by the manner and style of an utterance.

Studying language via pragmatic approach leads to know the nature of language. It leads to a deep analysis of what message that is brought in an utterance said by a speaker. It gives the advantages that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions performed in utterances.

B. Scope of Pragmatics

According to Yule, there are six principles or scopes of pragmatics as follows: deixis, presupposition, cooperative principle, implicature, politeness and speech act.²¹ Here the explanation of them:²²

a. Deixis

Deixis is a technical term (form Greek) for one of the most basic things we do with utterances. It means "pointing" via language. When you point an unfamiliar object, then ask "What's that?", so you have used deixis expression (*that*) to

²⁰ Joan Cutting. *Pragmatic & Discourse*. (London New York: Routledge. 2002) p. 2.

²¹ Yule (1996), *Op. Cit.*, p. 9-61.

²² *Ibid.*

pointing a thing. Kinds of deixis are not little such as: Person deixis, spatial deixis, temporal deixis, and discourse deixis.

b. Presupposition

Presupposition is something the speaker assumes to be the case before producing utterance. Moreover, he says that a presupposition is something the speaker assumes to be the case prior to making an utterance. Speakers, not sentence, have presupposition. For example: Mary's brother bought three horses. When the speaker producing that speech, the speaker normally be expected to have the presuppositions that a person called Mary exists and that she has a brother. The speaker may also hold the more specific presuppositions that, First, he will think who has name Mary, has three brothers. Second, he also will think if Mary has much of money because she has an effort to buy three horses. He categorizes presupposition into seven. They are potential presuppositions, existential presuppositions, fictive presuppositions, structural presuppositions, lexical presuppositions, counter-factual presupposition, and non-fictive presuppositions.

c. Cooperative Principle

Cooperative is the basic assumption in conversation in which each participant tries to contribute appropriately, at the required time, to current exchange of talk.

Cooperative principles make a conversational contribution of communicants such as is required, at the stage at which it occurs, by the accepted purposes or direction of the talk exchange in which communicants are engaged". In reference to Grice's idea, the cooperative principle in conversation can be explained in

terms of our conversational maxims. They are include maxim of quantity, quality, manner and relevan.

d. Implicature

Implicature is main sample of many information that informed than what speaker has said. Here some kind of implicature, such as: Mother said to Ranti who come at 20.20 at the home, “What time is it?” (It means that Ranti came too late).

e. Politeness

Politeness is the means employed in an interaction to show the awareness of another person’s face. In their social interactions, people use their public self - image or face wants to behave so that their expectations will be respected. To save another face, people use two kinds of face wants. The first is negative face in which a person wants to be independent, to have freedom of action, and not to be imposed on by others. Positive face, as thesecond face want, is the need to be accepted by others, to be treated as a member of the same group, and to know that his or her wants are shared by others. In other words, negative face is the need to be independent and positive face is the need to be connected in communication. For example:²³ when someone asks to get a pen from someone else, he can use two ways, Firstly, if he wants to apply negative face, he can say “*could you lend me a pen?*”. In this case, the speaker prefers to give a freedom action to the hearer by using the word *could you*. Secondly, if he applies positive face, he can say

²³ Qolidina Noviani. “A Pragmatic Analysis of Politeness Strategies and Politeness Principles in Uptown Girls. (A Thesis of English Language and Literature, Study Program English Education Department, Faculty of Languages and Arts, Yogyakarta State University, 2014) p. 11

“*how about letting me use your pen?*”. In this case, the speaker wants to be approved by using word *letting* to the hearer.

f. Speech Act

The concept of speech acts is firstly developed by a philosopher; John L. Austin in his book *How to Do Things with Words*. Austin defines speech acts simply as the action performed by saying something.²⁴ By means of utterances, ones can get others to do something. In other words, speech acts are actions which are performed via utterances. As Yule states that in attempting to express themselves, people do not only produce utterance containing grammatical structures and words, they perform action via utterances.²⁵ From Yule’s statement, we can conclude that an utterance not only consists of grammatical structure and words, but also has actions or meaning.

Austin states that “speech act is a theory in which to say something is to do something”.²⁶ It means that when someone says something, he or she is not only saying something but also uses it to do things or perform act.

Austin differs the kind of speech act in three kinds. Austin divides the kinds of speech act into locutionary act, illocutionary act, and perlocutionary act.

The following are the explanation of kinds of speech act according to Austin.

1. Locutionary Act

Locutionary act is called by *the act of saying something*.²⁷ A locutionary act is an act of how a person produces the utterance or to produce a meaningful

²⁴ Austin (1962), *Op.Cit.*, p. 94.

²⁵ Yule (1996), *Op. Cit.*, p.47.

²⁶ *Ibid.*

²⁷ I Dewa Putu Wijana. *Dasar-Dasar Pragmatik*. (Yogyakarta: Andi Offset, 1996) p. 17.

linguistic expression. In other word, locutionary act is the act of saying the literal meaning of the utterance. Locutionary act also can be called speaker's utterance.

2. Illocutionary Act

Illocutionary act is called by *The Act of Doing something*.²⁸ It is not only used for informing something, but also doing something. Illocutionary act is related to speaker's intention. In other words, every speaker has the intention through their utterance.

3. Perlocutionary Act

Perlocutionary act is called by *The Act of affecting something*.²⁹ Perlocutionary act concerns the effect an utterance may have on the addressee. A Perlocution is the act by which the illocution produces a certain effect in or exerts a certain influence of addressee. It means, perlocutionary act is the hearer's reaction toward the speaker's utterance.

Those acts above will be explained with the examples below:

"It is rain outside!"

- Locutionary act is the meaning of the utterance itself. It means that it is raining outside.
- Illocutionary act is the speaker wish the hearer use umbrella if the hearer wants to go outside or the speaker wish the hearer not to go outside and stay still in the room.
- Perlocutionary act is the effect from the utterance. The hearer use umbrella when he or she go to outside, or the hearer keep stay still in the room.

²⁸ *Ibid.*, p. 18.

²⁹ *Ibid.*, p. 20.

Every utterance created by people in their communication consists of three related acts that are locutionary, illocutionary, and perlocutionary. Each act has different functions embedded in the utterances. Since illocutionary act conveyed the force in delivering the intended meaning of people's utterances, then the researcher takes the illocutionary acts as her research objectives.

g. Classification of Illocutionary Act

Searle divides the kind of speech acts (especially illocutionary acts) into representative, directive, commissive, expressive and declarative.³⁰ The following are the explanation of kinds of speech act according to Searle:

1. *Representatives*

Representatives is kinds of speech acts that state or express what the speaker believes to be the case or not.³¹ It shows the truth condition of the meaning of the utterance. The examples of this type are stating, suggesting, boasting, complaining, claiming, reporting.³²

For examples, (a) *The earth is flat.* (b) *It was a warm sunny day.*³³ All of the examples above illustrate the speaker who represents the world as he/she believes it is. In example (a), the speaker states his/her belief that the earth is flat as the true one. In example (b), the speaker describes his/her opinion that the day is warm and sunny as his/her belief although maybe it is a hot sunny day. In using a representative, the speaker makes words fit the world.

2. *Directives*

³⁰ Searle (1969), *Op. Cit.*, p.10.

³¹ Yule (1996), *Op. Cit.*, p. 53.

³² Geoffrey N. Leech. *Principle of Pragmatics*. (New York: Longman Inc. 1983), p. 105.

³³ Yule (1996), *Op. Cit.*, p.53.

Directives is speech act that speakers use to get someone else to do something.³⁴ It is a condition when the speaker requests the hearer to carry out some actions or to bring out some states or affairs. This directive can make the hearer under an obligation. The examples of this type are ordering, commanding, requesting, advising, and recommending.³⁵

For examples, (a) *Gimme a cup of coffee.* (b) *Make it black.*³⁶ The example shows the direction to the hearer to do what the speaker said that is to make a cup of coffee and to make it black. This speech act embodies an effort to direct the hearer towards the speaker's goal.

3. *Commissives*

Commissive is kind of speech acts that speakers use to commit themselves to do some future action.³⁷ They express what the speakers intends. The examples of this type are promising, vowing, offering.³⁸

The examples are (a) *I'll be back.* and (b) *We will not do that.*³⁹ Speaker in example (a) commits to the future action that he/she will come back again. Speaker in example (b) promises that he/she will not do the same thing again in the future. Both speakers are committing some future course of action which means they apply commissive. The speaker undertakes to make the world fit the words (via the speaker) by using commissive.

4. *Expressives*

³⁴ *Ibid.*, p. 54.

³⁵ Leech (1983), *Op. Cit.*, p. 106

³⁶ Yule (1996), *Op. Cit.*, p. 54.

³⁷ *Ibid.*

³⁸ Leech (1983), *Op. Cit.*, p. 106.

³⁹ Yule (1996), *Op. Cit.*, p. 54.

Expressive is speech acts that stated what the speaker feels.⁴⁰ It expresses the psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow.⁴¹ They can be caused by something the speaker does or the hearer does, but they are about the speaker's experience. The examples of this type are thanking, congratulating, pardoning, blaming, praising, condolling.⁴²

The examples are (a) *I'm really sorry!* and (b) *Congratulations!*.⁴³ Both of the speakers in the example (a) and (b) show their psychological states. Speaker (a) expresses his/her psychological state of pardoning and speaker (b) expresses his/her psychological state of congratulating. The speaker makes words fit the world (of feeling) by uttering an expressive.

5. *Declarations (or Declarative)*

Declaratives is kind of illocutionary acts that can changes world by the utterance which is produced. As Searle in Yule states that declarative is kinds of speech acts that change the world via their utterance.⁴⁴ The word change which is intended here refers to any situation. It can be the changing of the status of a person or, the ownership of something. The examples of this type are resigning, dismissing, christening, naming, excommunicating, appointing, sentencing.⁴⁵

The examples are (a) *Priest: I now pronounce you husband and wife* and (b) *This court sentences you to ten years imprisonment.*⁴⁶ All of the examples change the world via utterance. In example (a), the priest changes the life of two persons

⁴⁰ *Ibid.*, p. 53.

⁴¹ *Ibid.*

⁴² Leech (1983), *Op. Cit.*, p. 106.

⁴³ Yule (1996), *Op. Cit.*, p. 53.

⁴⁴ *Ibid.*

⁴⁵ Leech (1983), *Op. Cit.*, p. 106.

⁴⁶ Yule (1996), *Op. Cit.*, p. 53.

of a single being to be husband and wife as a new family. In example (b), the court which is led by a judge makes a free-man to be imprisoned-man.

h. Direct and Indirect Speech Act

Besides the classification of speech act, an utterance has other features which are uttered by speakers. These features are direct and indirect speech act. Direct speech act is the utterance which is based on the aim of the sentence, for example report sentence to announce, imperative sentence to command, persuade, or question sentence to ask something.⁴⁷ In addition, Searle said (In Cutting) that the speaker using a direct speech act wants to communicate the literal meaning that the words conventionally express; there is a direct relationship between the form and the function.⁴⁸ Wijana gives the example sentences which contain the directive speech act, as the following sentences:⁴⁹

- a. Sidin has five cats.
- b. Where is Bali Island?
- c. Take my clothes!

In addition, when an interrogative structure such as *Did you...?*, *Are you...?* or *Can we...?* is used with the function of a question, it is described as a direct speech act.⁵⁰ By this direct speech act, the hearer is easy to understand because the utterances have direct meaning.⁵¹

⁴⁷ F.X. Nadar. *Pragmatik dan Penelitian Pragmatik*. (Yogyakarta: Graha Ilmu, 2003) p.18.

⁴⁸ Joan Cutting, (2002), *Op. Cit.*, p.19.

⁴⁹ Putu Wijana, (1996), *Op. Cit.*, p.30.

⁵⁰ George Yule, *The Study of Language*. (UK: Cambridge. 2006) p. 118.

⁵¹ Abdul Chaer, Leonie Agustina. *Sosiolinguistik*. (Jakarta: Rineka Cipta. 2010) p.56.

However, indirect speech act is an utterance which is different with the aim of its sentence; thus, the indirect speech act can be diverse and depend on the context.⁵² On the other hand, Searle in Joan explained that someone using an indirect speech act wants to communicate a different meaning from the apparent surface meaning; the form and function are not directly related.⁵³ The indirect speech can be understood by the hearer who has been trained in understanding situational context sentences meaning.⁵⁴ For example:

- Can you reach the salt?⁵⁵

Searle explains in his book that the utterance does not mean merely as question but as a request to pass the salt. The utterance is meant as a request; that is, the speaker intends to produce in the hearer the knowledge that a request has been made to him, and he intends to produce this knowledge by means of getting the hearer to recognize his intention to produce it.⁵⁶ Such cases, in which the utterance has two illocutionary forces, are to be sharply distinguished from the cases in which, for example, the speaker tells the hearer that he wants him to do something; and then the hearer does it because the speaker want him to, though no request at all has been made, meant, or understood.⁵⁷

In addition, the declarative structures are also indirect request.⁵⁸ Look at the example below:

- a. Move out of the way!

⁵² Nadar, (2003), *Op. Cit.*, p. 19.

⁵³ Joan Cutting, (2002), *Op. Cit.*, p.19.

⁵⁴ Chaer and Agustina, *Op. Cit.*, p. 56.

⁵⁵ John R. Searle. *Expression and Meaning: Studies in The Theory of Speech Act*. (UK: Cambridge. 1979), p.30.

⁵⁶ *Ibid.*

⁵⁷ *Ibid.*, p.31.

⁵⁸ Yule (1996), *Op. Cit.*, p. 54.

- b. Do you have to stand in front of the TV?
- c. You're standing in front of the TV.
- d. You'd make a better door than a window.

As Yule explains that where the speaker wants to the addressee not stand in front of the TV, the utterances above is a command/request, but only the imperative structure in (a) represents a direct speech act.⁵⁹ Furthermore, the interrogative in (b) is not being used only as a question, hence it is an indirect speech act.⁶⁰ Meanwhile, the (c) and (d) are the indirect request as the declarative structure. Moreover, indirect speech acts are generally associated with greater politeness in English than direct speech act.⁶¹

C. Context

Studying pragmatics will not be complete in the absence of some mention of context. Context is background knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what speaker means by given utterance.⁶² It means that context is the basic knowledge of what speaker and hearer have in their minds to understand the speaker utterance and the hearer can guess or catch what the speaker means by his/her utterance.

The same utterance will have different meaning if the context of each utterance is different. Below the researcher gives the example.

“Your hair is so long!”

⁵⁹ George Yule, (1996), *Op. Cit.*, p.54.

⁶⁰ *Ibid.*

⁶¹ *Ibid.*, p.56.

⁶² Leech (1983), *Op. Cit.*, p. 13

- (a) If the utterance above is delivered by a teacher to the students at school, it can be understood that the teacher commands them to cut their hair in order to obey the school's rule.
- (b) In the different situation, if this utterance is delivered by a woman to her friend, it can be meant as a praising of having long hair.

From that example, it can be concluded that revealing the intended meaning only based on the speaker and the hearer is not enough. But we also know the situation when the utterance produced.

Beside context, there are another aspect of speech, those are listener's and speaker's, purpose of speech, etc. As the following, Hymes as linguists explain about aspects of speech in an acronym. Hymes in Wardhaugh construct the acronym of S-P-E-A-K-I-N-G for describing aspect of speech.⁶³ Those are setting and scene, participants, end act sequence, key, instrumentalities, norm of interpretation and interaction and genre. They are as follow:

a) Setting and scene

The term setting refers to the time and place in which the interaction takes place. Meanwhile, scene refers to the participants' psychological understanding about what event that takes place.

b) Participant

Participant refers to those involved in the interaction. This includes the speaker and the listener.

c) Ends

⁶³ Ronald Wardhaugh, *An Introduction to Sociolinguistics 5th ed* (Oxford: Blackwell Publisher, 2006), p. 247-248.

The term ends refer to the outcomes and goals of the interaction. Outcomes here are the purpose assumed by the audience while goals are the purpose of each involved in the interaction.

d) Act sequence

This term refers to the sequence of what the participants do in the interaction. For example, opening remarks, formal and less formal turn, and closing remarks. However, this sequence may only be appropriate in formal interaction. When it turns to an informal one, like arguments, the sequence may be quite random since there will be some interruption.

e) Keys

Keys are what is determined by cues which indicate the tone of interaction. For example, one may indicate that he is going to be aggressive, serious, and so on.

f) Instrumentalities

The term instrumentalities refer to the forms and styles of speech that the participant use.

g) Norms

The term norms refer to what is accepted to be said, when people can speak, and who they can say it to. It is important for the participant involved in the interaction to share and understand the same norm. if they share different ones, it may cause some problem.

h) Genre

Genre refers to what sort of communication which is taking place.

Context is very important in understanding and interpreting of what speaker means. Context is something that cannot be ignored when people try to obtain the true meaning of information that is heard or read. Determining the context in speech of course by giving an interpretation of SPEAKING (setting, participant, end, act sequences, key, instrument, norm, and genre).⁶⁴ Therefore, the researcher uses the theory of Hymes to analyze the context appeared on the utterances of each character in Monte Carlo movie.

D. Movie

A movie is called film or motion picture is a story conveyed with moving images. Some film has become popular worldwide attraction by using dubbing or subtitles that translate the dialogue into the language of the viewer. To understood as the written text which is a spoken by the actor or player in movie using script. According to Kooperman, script is focusing on story, dialogue, formatting, character, plot, theme, momentum, and document itself.⁶⁵

D. Synopsis of Monte Carlo Movie

Below is the description of the source of data.

Title	: Monte Carlo
Starring	: Selena Gomez as Grace Bennett/Cordelia Winthrop Scott
	Katie Cassidy as Emma Perkins
	Leighton Meester as Meg Kelly
	Pierre Boulanger as Theo
	Cory Monteith as Owen

⁶⁴ *Ibid.*

⁶⁵ Paul Kooperman. *Writing Short Film Scripts*. (Insight: Insight Publications., 2010)

Luke Bracey as Riley

Director : Thomas Bezucha

Release Date : July 1, 2011

Grace is a teenager from Texas who wishes to go to Paris after her high school graduation, so she and her friend, Emma work as waitress to earn for the trip but fall short. Her mother and stepfather, Robert offer to chip in. They say can even send Robert's daughter, Meg. But Meg is reluctant to go because she is still mourning her mother. But the travel package they got has them staying in a cramp room and their tour has them zipping by every sight. When they reach the Eiffel Tower, Meg meets a guy whom she connects with. That's when the girls notice their bus is leaving without them. They find themselves stuck in Paris and when it starts to rain, they go into a posh hotel to dry off. That's when they run into Cordelia Scott and spoiled British heiress who is there on instructions from her family to take part in some charity event, who looks like Grace. But she decides to blow it off and go somewhere and not tell anyone.

They make Grace look like her and make her talk like her, when they go out, the hotel staff thinking Grace is Cordelia takes her to Cordelia's room where the girls sleep. The next day the staff tells Grace whom they think is Cordelia that her car is here to take her to the airport. Meg wants to forget it but Emma who is having a good time decides to go. They learn that they going to Monte Carlo which is where the charity event will take place. When they arrive, the son of the

organizer, meets them and Grace takes a liking to him but must continue acting like Cordelia.⁶⁶

E. The Use of Speech Act in Teaching and Learning Process

The success in running English teaching and learning process in the classroom depends on various factors, one of which is the language used by the teacher. Celce-Murcia in Sri Meiweni Basra states pointed out that language use applied in the classroom affect students' process and progress of learning.⁶⁷ As English teacher they usually produce utterances in doing interaction with students in the classroom. Mostly teachers interact and communicate with the students in order to make a good relationship between teachers and students. It also makes the students are used in listening and speaking through English especially in the English class. The utterances produced by teachers believed can create certain means and functions. In addition, some experts believe that utterances which are produced by teachers are kinds of speech act. Searle states directives speech acts such as command, order, advice, request, warning and so forth are the speech act mostly used by teachers in classroom interaction with the students.⁶⁸

Teacher as facilitator and the central of learning have a responsibility to transfer and share knowledge or information to the students. Teacher can use movie as learning media. Movie can be a good media for teaching and learning process. Because the use of movie media in teaching and learning process can help develop students' listening and communication skills. Watching movies in

⁶⁶ Rottentomatoes, *Op. Cit.*,

⁶⁷ Sri Meiweni Basra. *A Speech Act Analysis of Teacher Talk in an EFL Classroom*. (Bandung: Universitas Pendidikan Indonesia, 2017).

⁶⁸ John R. Searle, *Speech Acts*. (Cambridge : Cambridge University Press. 1969), p. 22.

foreign languages give some benefits for students, such as their ability in understanding spoken language increases, their pronunciation improves, their acquire new vocabulary, etc. Furthermore, movie can be used as a media to teach speech act when the teacher wants to give an example of speech act such as locutionary act, illocutionary act and perlocutionary acts. Because movie is an interesting media and makes easier for the students to understand.

From the explanation above, the use of movie for learning speech acts are really helps the students, so the students can understand more about speech acts. The teacher should consider giving a good movie as the medium of education.

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